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ABSTRACT

This secondary distributive education performance-based instructional unit on preparation for career promotion contains seven lesson plans, each based on a fifty-five minute period. The lesson plans cover the following information: (1) the different roles of an effective manager, (2) the manager's responsibilities to subordinates and supervisors and the means by which the manager delegates authority, (3) steps a manager should take to establish and maintain a good working climate, (4) how to select a training program, (5) the primary psychological factors that motivate employees to greater productivity, (6) how to prepare for promotions, and (7) the duties and responsibilities of the higher levels of management. Each lesson plan includes most of the following elements: information sheets, assignment sheets, transparency masters, key and answer sheets, and teacher reference sheets. A list of terminal and enabling objectives and a pre-assessment instrument and key precede the lesson plans. Optional activities, a bibliography, a post-assessment instrument, and key and unit evaluation are included at the end of the unit. (LRA)

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Preparing For Your Career Promotion

Instructor
DE-36-I

curriculum

distributive education

CE 027 522

PRACTICAL ARTS AND VOCATIONAL-TECHNICAL EDUCATION

IMI

INSTRUCTIONAL MATERIALS LABORATORY
UNIVERSITY OF MISSOURI-COLUMBIA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREPARING FOR YOUR CAREER PROMOTION

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LESSON PLAN FORMAT

INTRODUCTION AND OBJECTIVES	BLUE
UNIT OUTLINE	WHITE
PRE-ASSESSMENT	BUFF
PRE-ASSESSMENT KEY	GREY
LESSON PLANS	YELLOW
INFORMATION SHEETS	PINK
ASSIGNMENT SHEETS	GREEN
TRANSPARENCY MASTERS	WHITE
KEY AND ANSWER SHEETS	GREY
TEACHER REFERENCE SHEETS	BLUE
OPTIONAL ACTIVITIES AND BIBLIOGRAPHY	WHITE
UNIT EVALUATION	BUFF
UNIT EVALUATION KEY	GREY
POST-ASSESSMENT	BUFF
POST-ASSESSMENT KEY	GREY

FOREWORD

The Missouri Distributive Education Curriculum is a performance-based curriculum for distributive education throughout the state of Missouri. This curriculum system is composed of twenty units, ten designed for the use in junior preparatory classes, and ten for senior cooperative distributive education classes. All units were written by teams of distributive education teacher-coordinators. Performance objectives and content of the units were validated by advisory committees composed of persons in business and during the field-tests conducted by distributive education teacher-coordinators in their classrooms. The units were then corrected, improved and made ready for final printing.

Each unit is self-contained, which means that unless desired, no outside reference is needed to teach the unit. Each unit also has suggested optional activities to supplement instruction. The units can be viewed in two ways: as a "survival kit" for beginning teacher, or as an organizational aid to the experienced teacher.

Philosophy of the Curriculum

Almost without exception, instruction is intended to equip students to do something beyond the classroom. It seems beyond debate that any instruction must be based upon a definite analysis of what the student is expected to be able to accomplish as a result of the instruction. Without a clear description of the kind of behavior that will be required of the student, it is impossible to determine with any degree of precision what is to be taught. With this in mind, a careful and thorough analysis of "what the student must do" and "what the student must know" in order to perform in a desirable manner in business was conducted during the development of the objectives for the units.

A terminal performance objective and appropriate enabling objectives for each unit were formulated. The objectives were developed by teams of experienced coordinators drawing on their own expertise, other curriculum materials, and the research of Crawford, Lynch and others. The objectives and the corresponding unit performance evaluations were then validated by people representing the business community.

Unit Components

Each unit is completely self-contained. All instructional materials necessary to teach each unit are provided. To supplement the teaching of the units, optional activities are suggested. Each unit follows a unique color-coding and numbering system. The units contain the following components:

Introduction: This component provides a thumbnail sketch of the unit and the content and describes why mastery of the objectives is important to the learner. It is designed to motivate the students as well as orient them to the unit.

Performance Objectives: The terminal objective specifies the performance which will be expected of the learner at the completion of the unit. The enabling objectives specify the information, products and competencies which must be mastered or produced by the students in order to be able to perform the terminal objective.

Pre-Assessment: This is a measurement tool to determine the degree of knowledge and/or competency the students already possess of the unit's content. For some units, the pre-assessment is a paper-pencil pre-test. For other units, the pre-assessment consists of pertinent questions and class discussion.

Unit Outline: This presents a table of contents of the unit, the time required for the unit and the materials and resources needed.

Lesson Plans: Lesson plans are presented for each day of the unit accompanied by all necessary material including student information sheets, assignment sheets and teacher materials.

Post-Assessment: This is an objective examination which measures the student's mastery of the enabling objectives. Theoretically, its purpose is not to determine a grade, but to inform the teacher as to whether or not the students are prepared to attempt the unit performance evaluation.

Unit Evaluation: Each unit contains an evaluation of the student's performance or development of a product which is related as closely as possible to actual practice in the world of work. For many units, business people are utilized as evaluators. The unit performance evaluation is critical to effective instruction of the unit because only then will the teacher and students know whether or not the students actually mastered the unit.

Unfortunately, many teachers decide to "take a short-cut," and eliminate the unit evaluation. Ending the unit with the post-instruction assessment falls far short of concluding the unit. Everything accomplished in the classroom from the day the unit was introduced to the completion of the post-instruction assessment has been designed so that the student would be able to attempt the unit performance evaluation.

This evaluation has been developed to determine realistically whether or not the student can satisfactorily perform the terminal objective which specifies the performance expected of the learner at the completion of the unit.

For example, the performance required for the unit, *Getting a Job*, is an actual job interview. For *Parliamentary Procedure*, the performance evaluation is to conduct a meeting using parlimentary rules. For *Economics of Marketing*, the performance evaluation is to develop a product, identify the market functions, define a marketing concept for the product, show what market segments will be appealed to, classify what stores will sell the product, determine what channels of distribution will be used and ascertain what marketing strategy will be used based on the psychological needs of consumers. The unit evaluation, properly conducted, will serve the following purposes:

*Provides a "doing" activity for students and an opportunity for them to display the skills and competencies they have acquired.

*Provides students with an opportunity to gain a sense of pride in their accomplishments, as they satisfactorily complete the activity.

*Provides students with an opportunity to receive constructive first-hand knowledge of what is taught in a distributive education program.

*Serves as a good public relations tools for the distributive education pragram, and could definitely enhance placement of students on the jobs.

How to Use the Units

Each unit has a unit numbering system and is color-coded for the convenience of the teacher. Each unit has been assigned a number which is found on the objective sheet. For example, the first unit is *Orientation to Distributive Education and DECA*. The unit number and the objective number are always the same; in this case, it is 1.00.

Each unit contains a terminal objective (blue sheet). The terminal objective will always be 1.00, 2.00, 3.00. . . 20.00. The enabling objectives will always follow the terminal objective on blue sheets. Enabling objectives for each unit are always prefaced with the unit number and are numbered consecutively. For example, 2.06 is the sixth enabling objective in the second unit.

The lesson plans (yellow sheets) are numbered within the units in the order in which they are to be taught and are not to be confused with the terminal or enabling objectives numbering system.

Lesson plan 12.08, for example, is for the eighth lesson in unit twelve. In the lesson plan, the enabling objective(s) is listed that will be concentrated on during that lesson.

The assignment sheets (green), the information sheets (pink) and the transparency masters (white) are numbered according to the daily lesson plans, not the terminal or enabling objectives. For example, the first assignment sheet for lesson plan 12 is assignment sheet 12.01. The first transparency master for lesson plan 12 is TM 12.01. The information sheets, assignment sheets and transparency masters are keyed to the lesson plan, but are numbered independently of each other. Depending on what is being taught during the lesson, there could be several different assignment sheets, information sheets or transparency masters or a combination of all three.

Students should be provided copies of the objectives, information sheets and assignment sheets. These are available in sufficient quantities for classes at the Instructional Materials Laboratory at the University of Missouri-Columbia. These student materials can be given to students as a packet at the beginning of the unit to be used as needed, or the teacher may elect to give students the necessary materials on a daily basis.

There are two assessments at the end of each unit. One is the post-assessment (buff), and the other is the unit evaluation (buff).

Suggested Use of Units

Two-Year Programs

First Year

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Retailing

Free Enterprise

Physical Distribution

Mathematics

Getting a Job

Second Year

Selling

Human Relations on the Job

Customer Services

Sales Promotion

Operations

Buying and Pricing

Marketing Analysis

Economics of Marketing

Operating Your Own Business

Preparing for Your Career Promotion

One-Year Programs

Orientation to D.E. and DECA

Parliamentary Procedure

Careers

Human Relations in Marketing and Distribution

Communications

Mathematics

Getting a Job

Selling

Human Relations on the Job

Economics of Marketing

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Sliber, Etta; Dupre, Ann; and Dupre, Paul. Paris--Underground. New York: Charles Scribner's Sons, 1945.

PREPARING FOR YOUR CAREER PROMOTION

UNIT OUTLINE

I. Time for the unit: Seven 55-minute class periods

II. Materials

A. Introduction

B. Objectives

C. Lesson Plan #1

1. Pre-assessment

2. Pre-assessment Key

3. Information Sheet

a. 1.01: Defining The Term "Manager" and The Manager's Role

4. Assignment Sheet

a. 1.01: Job Description
b. 1.01: Job Description Key

5. Transparency Master

a. 1.01: The Manager

D. Lesson Plan #2

1. Information Sheet

a. 2.01: The Effective Manager/Supervisor

2. Assignment Sheet

a. 2.01: The Effective Manager
b. 2.01: The Effective Manager Key

3. Transparency Master

a. 2.01: Overview of The Effective Manager

E. Lesson Plan #3

1. Information Sheets

a. 3.01: Developing Effective Relations
b. 3.02: Twelve Human Motives That The Manager Can Use To Build Morale
c. 3.03: Basic Feelings Employees Want To Have Toward Their Work

2. Assignment Sheet

a. 3.01: Your Ideal Manager
b. 3.01: Your Ideal Manager Key

3. Transparency Master

a. 3.01: What New Employees Want To Know

F. Lesson Plan #4

1. Information Sheet

a. 4.01: Job Training

2. Assignment Sheet

a. 4.01: Handling Unsatisfactory Performance
b. 4.01: Handling Unsatisfactory Performance Key

3. Transparency Masters

a. 4.01: Learning Patterns
b. 4.02: Learning Patterns Graph

G. Lesson Plan #5

1. Information Sheets

a. 5.01: Factors That Motivate Employees
b. 5.02: How Important Is Job Satisfaction?
c. 5.03: Rationalizing

2. Assignment Sheet

a. 5.01: Motivation, Job Satisfaction, and Rationalization
b. 5.01: Motivation, Job Satisfaction, and Rationalization Key

3. Transparency Masters

a. 5.01: What Are Some Things We Want To Get From Our Work?
b. 5.02: Unconscious Motives

H. Lesson Plan #6

1. Information Sheets

   a. 6.01: Preparing For Job Promotion
   b. 6.02: Your Success Pyramid

2. Assignment Sheets

   a. 6.01: Future Dividends
   b. 6.01: Future Dividends Key
   c. 6.02: Competition or Cooperation?
   d. 6.02: Competition or Cooperation Key

3. Transparency Master

   a. 6.02: Your Success Pyramid (to be made by teacher if so desired)

I. Lesson Plan #7

1. Unit Evaluation

2. Unit Evaluation Key

3. Post-assessment

4. Post-assessment Key

J. Bibliography

PREPARING FOR YOUR CAREER PROMOTION

OBJECTIVES

Terminal Objective:

20.00 Upon completion of this unit, students will be able to describe the duties and responsibilities of the higher levels of management; describe a form of a working relationship between management and subordinates; and explain the importance of preparing oneself for future promotions.

Enabling Objectives: After completion of this unit, students should be able to:

20.01 Define the term "manager" and list the different roles of an effective manager.

20.02 Describe the manager's responsibilities to subordinates and supervisors and list the means by which the manager delegates authority to capable subordinates.

20.03 List and explain what steps a manager should take to establish and maintain a good working climate.

20.04 List training objectives and select a training program that is consistent with these objectives.

20.05 Describe the primary psychological factors that motivate employees to greater productivity.

20.06 Explain why it is important to prepare yourself for promotion before assuming new responsibilities as a manager and to strive to improve your managerial skills.

20.07 Describe the duties and responsibilities of the higher levels of management; describe a form of a working relationship between management and subordinates; and explain the importance of preparing oneself for future promotions.

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #1

Time for Lesson: One 55-minute class period

Objective: After completion of this lesson, students should be able to:

20.01 Define the term "manager" and list the different roles of an effective manager.

Resources:

1. Pre-assessment
2. Pre-assessment Key
3. Information Sheet 1.01: Defining the Term "Manager" and the Manager's Role
4. Assignment Sheet 1.01: Job Description
5. Assignment Sheet 1.01: Job Description Key
6. Transparency Master 1.01: The Manager

Teacher Activities:

1. Administer Pre-assessment.
2. Grade Pre-assessment and discuss it with students in class.
3. Using Transparency Master 1.01, introduce the unit.
4. Distribute Information Sheet 1.01 and have students read it.
5. Distribute and discuss Assignment Sheet 1.01 to be completed by next class period.

Student Activities:

1. Complete Pre-assessment.
2. Discuss Transparency Master 1.01.
3. Read and discuss Information Sheet 1.01.
4. Complete Assignment Sheet 1.01 which is due by the next class period.

Optional Activities:

1. Write a one-page report or give an oral presentation on "motivation".
2. Develop and demonstrate one technique, plan, or scheme that will motivate employees in a small business organization.

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PRE-ASSESSMENT

Directions: In the space provided, place a "T" if the item is true and an "F" if the item is false.

_____ 1. Managers are the first line of management; that is, they are the ones that have the most contacts with workers who are not part of management.

_____ 2. As with executives, managers must possess human relations skills.

_____ 3. To be effective leaders, managers' skills are not an important consideration.

_____ 4. If managers do the work of employees, they are not managing.

_____ 5. There is a definite change in roles between an employee and a manager.

_____ 6. Managers are people who get things done by doing the tasks themselves.

_____ 7. There are three functions of management.

_____ 8. No matter what size or kind of business, studies reveal that managers do essentially the same general type of work.

_____ 9. One way of determining low level managers from high level managers is the time spent on each function.

_____ 10. A manager must play multiple roles in a small organization.

PREPARING FOR YOUR CAREER PROMOTION

PRE-ASSESSMENT KEY

1. T
2. T
3. F
4. T
5. T
6. F
7. F
8. T
9. T
10. T

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 1.01

Defining The Term "Manager" and The Manager's Role

What is management? Is management something that is fairly new? The answer is no! Management has been around as long as people have. Management has been necessary to help people organize themselves for work. Even though management is thought of as different things by different people, the best accepted definition is the classic one--"Management is the art of getting things done through other people."

Look at the definition again. "A manager is a person who gets things done through other people." This says that the manager manages other people to accomplish necessary work and achieve certain goals or objectives. If the manager is a worker, he/she is not a manager. One cannot manage a business by doing all the work himself/herself. One of the weaknesses of managers is that they fail to delegate work to others. When a manager fails to delegate, he/she is ceasing to manage. Therefore, when you approach the study of management and the art of managing, you must accept the fact that there is a definite change in roles between an employee and a manager.

To aid in defining management, studies have been done which have attempted to specify what managers do. No matter what kind or size of business, studies reveal that managers do essentially the same general types of work. Whether the

president of a large manufacturing company, the supervisor in a small retail business, the owner of the business, or an employee in a business, a manager performs these four functions: (1) planning, (2) organizing, (3) leading, and (4) controlling.

Planning means determining specific objectives to be met and proposing methods for accomplishing these goals. Organizing involves putting together various functions in order to be able to do the necessary work that has been planned. A manager leads when he/she guides the employees and controls when he/she checks to see that the work has been done as planned.

An employee who performs as many as three of the four functions of management would not normally be labeled a manager. Non-managerial employees may plan, organize, and control their own work to a limited extent on a regular basis but do not usually lead or direct other employees.

An employee who is engaged in all four management functions is a manager. There are various levels of managerial responsibility just as there are levels of non-managerial responsibility. A "supervisor" is the first level manager. He/she performs all four managerial functions on a limited basis. An "executive" is a manager above the supervisory level with broad responsibilities.

Another way of distinguishing low level managers from high level managers is the time spent on each function. High level managers spend much more time planning and organizing than do low level managers. A low level manager, such as a supervisor, spends the bulk of his/her time leading employees and controlling their performance. To be labeled a manager at any level, all four managerial functions must be performed.

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The Manager's Role

Because of the nature of many small business enterprises, a manager must play multiple roles in the organization. It would be ideal if the manager could spend all of his/her time in management activities, but this is not always possible.

The owner/manager must be a versatile person. He/she usually knows every job and has probably had experience at doing almost everything in the business, including keeping books and records. Although these duties are vital to operating and maintaining a business, they are not management. In order to operate successfully, the manager acquires a great deal of expertise in roles that are vital to the business. A few of the roles are discussed here for the sake of identifying what will be expected of a manager at various times.

Trainer. A manager of a small business is the only one who knows enough about all the jobs to train new employees. The manager realizes that he/she alone is responsible for all the employees, their actions, and the way they perform. Unless the manager is willing to take the time to train the employees properly, he/she can expect unnecessary problems.

Supervisor. Supervision is the direct control over a particular job or person. Supervision differs from management in that, as supervisor, the manager is acting more in the role of a coach or counselor. A supervisor manages the tasks and duties of a particular job. This involves more person-to-person contact. It also involves training. As a supervisor, the manager must know the job and the employee.

Problem solver. By the very nature of the position, the manager is expected to be a problem solver. A manager should have specific instructions on handling routine problems, such as lost shipments of merchandise, customer complaints that require immediate attention, and emergency procedures in the event of a crisis, fire, or theft. In the manager's absence, some experienced or knowledgeable person must be able to take charge and make decisions.

Public relations expert. The manager must practice good public and customer relations at all times. He/she represents the store's image to the public. What the manager does, says, or thinks is what the business does, says, or thinks. If the manager is always at his/her best in public relations, he/she projects that image to the general public. The manager must also be involved in community relations and activities.

Too many managers make the mistake of staying in their offices and never getting out to meet the customers. To see and be seen by the manager is important. A manager simply cannot afford to be aloof from the employees or the customers. His/her aloofness will be interpreted as snobbery and disinterest.

Motivator. Probably one of the most important roles of the manager is that of "motivator". The art of motivation is making people want to succeed and to be better and more proficient than they are. To motivate properly, the manager must know and understand human behavior and the behavioral sciences.

Other roles. There are legitimate roles the manager can play besides those previously mentioned. A manager can fill a

part-time job in a productive capacity. In these other capacities, the amount of time spent should be charged as selling expense, accounting expense, or promotion expense, depending on which jobs the manager has filled. In the smaller business, the manager nearly always acts as the personnel manager--recruiting, interviewing, screening, and hiring.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 1.01

Job Description

Assume that you need a manager for a small specialty dress shop in a suburban shopping center. The manager must also double as lead salesperson on a half-time basis. The manager must also fill multiple roles, such as trainer, supervisor, motivator, and problem solver. Additional roles include taking care of other minor duties and overseeing a staff of four full time and three part-time employees. Prepare a job description for this managerial position.

ASSIGNMENT SHEET 1.01

Job Description Key

Job description will be left to the teacher's discretion. However, below are some possible suggestions to assist you in evaluating this assignment.

1. Presents an attractive, clean, and pleasant personality
2. Retains experience as salesperson, management, and maintenance
3. Displays human relations skills
4. Displays creativity
5. Prepares work area
6. Maintains and orders office and business supplies and equipment
7. Answers telephone
8. Oversees employee's personal time cards, personal appearance, attitude with customers in shop and on telephone
9. Keeps records, time cards, cash register, sales checks
10. Processes layaways
11. Trains display helpers, salespersons, etc.
12. Supervises housekeeping and cleaning or janitorial work
13. Monitors employee's progress
14. Announces policy changes
15. Assumes or delegates banking services
16. Supervises mail
17. Sells merchandise
18. Bags merchandise
19. Makes refunds and exchanges
20. Adjusts and handles customer and employee complaints
21. Supplies customers with various other items of information about the community
22. Organizes want slips and other customer requests
23. Keeps up to date on competition
24. Keeps informed of current fashions and fads and relates to past business records
25. Keeps records of past business for estimation of future business in all areas, including advertising, sales, buying, pricing, etc.
26. Orders inventory; goes on buying trips
27. Counts stock and takes inventory
28. Maintains reserve stock
29. Keeps floor stock current, clean, and attractively arranged
30. Assists with window and interior displays
31. Plans advertising program and promotional campaigns

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 1.01

The Manager

I. What is a "Manager"?

A manager is a person who gets things done through other people.

II. Types of Managers

A. Top level managers spend the majority of time planning and organizing.
B. Low level managers spend the majority of time leading and controlling.

III. The Roles of a Manager

A. Trainer
B. Supervisor
C. Problem Solver
D. Public Relations Expert
E. Motivator

IV. The Four Functions of a Manager

A. Planner
B. Organizer
C. Leader
D. Controller

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #2

Time for Lesson: One 55-minute class period

Objective: After the completion of this lesson, students should be able to:

20.02 Describe the manager's responsibilities to subordinates and supervisors and list the means by which the manager delegates authority to capable subordinates.

Resources:

1. Information Sheet 2.01: The Effective Manager/Supervisor
2. Assignment Sheet 2.01: The Effective Manager
3. Assignment Sheet 2.01: The Effective Manager Key
4. Transparency Master 2.01: Overview of the Effective Manager

Teacher Activities:

1. Introduce lesson with Transparency Master 2.01.
2. Distribute and have students read Information Sheet 2.01.
3. Discuss Information Sheet 2.01 focusing on the following points:

   A. Attitude of the manager
      1. What employees need to know
      2. What employees should not know
   B. Delegation of responsibility
      1. The four types of programming

4. Have students make up a list of responsibilities that subordinates could perform without close supervision.
5. Distribute Assignment Sheet 2.01 which is to be completed by the next class period.

Student Activities:

1. Read and discuss Information Sheet 2.01.
2. Complete Assignment Sheet 2.01 by the next class period.

INFORMATION SHEET 2.01

The Effective Manager/Supervisor

To become a successful manager, there must be a desire. The manager must have this desire, not in order to exercise power over others, but rather to make use of this ability, talent, and knowledge to provide effective leadership. This leadership must be directed in pursuit of the goals of the organization. Needless to say, a manager's personal goals must be compatible with those of the organization.

A newly promoted supervisor must resist the temptation to become smug and overly self-confident. Continual self-development must become a part of his/her life.

A supervisor must accept responsibility both for the actions of subordinates and for the decisions of higher management. This is not to say that a supervisor should not disagree with a decision made by higher management, but disagreement should be aimed upward, not downward. A supervisor can exert effort and influence to have a decision changed, but until it is changed he/she must abide by it and enforce it as though in complete agreement with it. To subordinates, a supervisor is management; attitudes toward the organization and toward higher management are quickly communicated to subordinates. The supervisor's enthusiasm, or lack of it, is often directly reflected by subordinates.

The effectiveness of any manager is measured in terms of the effectiveness of subordinates. The result of any business enterprise depends on what takes place at the operating level of that business. Recognition of the interdependency between the supervisor and subordinates must be apparent if an effective job of managing is to be accomplished. Attitudes toward the job, toward the functions of management, and, most of all, toward subordinates will, to a great extent, determine the effectiveness of the manager.

What Employees Need to Know

Obviously, employees do not need to know every minor detail of the business and its operations. However, there is much that they do need to know in order to be a part of the business.

Although employees do not want to be burdened with unnecessary details, they do need to be informed about the following areas:

1. overall objectives and accomplishments of the business organization;
2. general news of interest to everyone;
3. the real truth about events in which employees are involved;
4. information that will stop or prevent rumors.

What Employees Should Not Know

There are some types of information employees should not know. This is classified information, which, if known, could

injure the company's position in the market and with its competitors. Such information includes:

1. pricing policies and markup percentages;
2. cost prices on merchandise;
3. plans for future acquisition of property or buildings;
4. plans for a possible merger (until it is a fact);
5. information that should go through channels first (too often employees know before their supervisors know);
6. plans for future reorganization, a major move, or a major change in operations (until it becomes imminent or is a fact).

The climate of supervision is the supervisor's attitude toward higher management. A supervisor cannot be expected to agree completely with every decision, policy, rule, and procedure determined by superiors. A manager should expect to disagree occasionally and should try to do something constructive to cause changes when there is a logical reason for the disagreement. Once a decision has been made, however, a manager must give it his/her fullest active support, learn why the decision was made, and present it to subordinates in a positive manner.

Delegation of Responsibility

The extent to which managers delegate may depend on their faith in their subordinates' abilities. Only when the manager has confidence in subordinates' abilities is he/she likely to delegate responsibilities to a significant degree.

Effective delegation does not mean that subordinates are permitted to do exactly what they want. It is quite the contrary. Delegation is feasible only when there are means available which can insure that subordinates will make decisions that

are at least "adequate" from the viewpoint of the organization. To use a fashionable term, subordinates must be "programmed" (or directed) to insure that they conform to patterns of behavior which are consistent with organizational needs.

General supervision is an approach to management which is liberal on giving subordinates wide authority to make decisions. It assumes that people will work harder if they are given freedom to make their decisions, and it relies on internalized motivation, the satisfaction people get from being free to do a good job more or less in their own way.

Listed below are four types of programming (or four means of avoiding direct orders) which are available to management.

1. Rules: Rules set up standard operating procedures. Rules (1) restrict subordinate behavior; (2) are enforced, in one way or another, by management; (3) establish consistency; (4) reduce personal dependency; and (5) permit routinization.

   In summary, intelligently devised rules grant the individuals in a large organization considerable freedom to make their own decisions. To insure that a manager's decisions are not completely unfettered, however, his/her actions need to conform to the goals of the total organization.

2. Goals: By setting goals the manager can avoid the necessity for either making specific decisions or laying down detailed rules. Delegation can be more effective when subordinates can be given definite assignments in terms of results expected.

3. Indoctrination: When employees fully accept the goals and values of the organization for which they work, they are said to be indoctrinated. Indoctrination can be really effective only when individuals internalize management's objectives and make them their own. It is more effective, however, on the management level than among rank-and-file white- and blue-collar workers.

4. Technology and work flow: The nature of the work to be done restricts subordinates in much the same way as do direct orders, rules, and other supervisory techniques. The auto assembler's pace is set by the speed of the assembly line; the bank teller's pace is set by customers; the tool crib attendant's pace is set by fellow workers. In none of these cases does the superior have to tell subordinates how fast to work; in each case controls are very simple.

There are substantial differences in the amount of responsibility people are willing to accept on the job. One person may flourish under supervision while another may be extremely restricted.

Delegation is rarely absolute. Delegation is possible only when management can be reasonably sure that subordinates will behave in a relatively satisfactory fashion and that, if they make mistakes, these will not be too dangerous to the organization. To insure that subordinates do behave adequately, management must provide some sort of guidance. Rules, goals, indoctrination, and even the requirements of technology tend to provide such guidance.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 2.01

The Effective Manager

Directions: Fill in the blanks.

1. A manager's personal _____ must be compatible with those of the organization.

2. A supervisor must accept responsibility both for the actions of _____ and for the decisions of _____.

3. The effectiveness of any manager is measured in terms of the effectiveness of _____.

4. The result of any business enterprise depends on what takes place at the _____ _____ of that business.

5. List the four things employees need to know.

   a.

   b.

   c.

   d.

6. List four things employees should not know.

   a.

   b.

   c.

   d.

7. List the four types of programming.

   a.

   b.

   c.

   d.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 2.01

The Effective Manager Key

1. goals

2. subordinates, management

3. subordinates

4. operating level

5. a. overall objectives
   b. general news
   c. information that prevents rumors
   d. truth where employees are involved

6. a. pricing policies
   b. cost prices
   c. future plans for acquisition of property
   d. information that should go through channels first

7. a. rules
   b. goals
   c. indoctrination
   d. technology and work flow

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 2.01

Overview Of The Effective Manager

Things to consider . . .

1. What should the employees know and not know?

2. Amount of Delegation of Responsibility = Amount of Confidence Supervisor Has in His/Her Subordinates.

3. Four ways to avoid giving direct orders

   a. Rules
   b. Goals
   c. Indoctrination
   d. Technology and work flow

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PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #3

Time for Lesson: One 55-minute class period

Objective: After the completion of this lesson, students should be able to:

20.03 List and explain what steps a manager should take to establish and maintain a good working climate.

Resources:

1. Information Sheet 3.01: Developing Effective Relations
2. Information Sheet 3.02: Twelve Human Motives That The Manager Can Use To Build Morale
3. Information Sheet 3.03: Basic Feelings Employees Want To Have Toward Their Work
4. Assignment Sheet 3.01: Your Ideal Manager
5. Assignment Sheet 3.01: Your Ideal Manager Key
6. Transparency Master 3.01: What New Employees Want To Know

Teacher Activities:

1. Distribute Information Sheets 3.01, 3.02, and 3.03 for students to study and discuss.
2. Discuss Transparency Master 3.01.
3. Distribute Assignment Sheet 3.01 which is to be completed by the next class period.
4. Discuss students' personal situations of receiving and accepting criticism.

Student Activities:

1. Study and discuss Information Sheets 3.01, 3.02, and 3.03.
2. Discuss Transparency Master 3.01.
3. Complete Assignment Sheet 3.01 which is due the next class period.

INFORMATION SHEET 3.01

Developing Effective Relations

Subordinates can hardly be expected to forget that their boss (or someone at a higher level of management) has the power to discharge them or withhold benefits and promotions. Regardless of how effectively the relationship between subordinates and superior is cloaked in democratic procedure, no one forgets for a moment that there are very real differences in power between them. In every work situation, problems of reward and discipline inevitably arise, and these problems often lead to frustration and bad feelings. One of the manager's goals is to minimize this frustration and try to create conditions in which people accept authority with a minimum of resentment.

The manager's job is always complicated by the fact that people feel a certain ambivalence toward authority. Most of us have complicated, mixed feelings toward independence and dependence. We value freedom but sometimes feel lost and anchorless when we have too much. We like protection, but we don't like interference.

If management fails to provide enough independence on the job, employees will exercise independence on their own by resorting to absenteeism, union activity, slowdowns, etc. On the other hand, employees find it difficult to adjust to too much independence, for no one can stand completely by himself/herself. Most of us like to be assured that we are doing the right thing and

that we will receive help when we are in trouble.

We shall now consider some of the ways in which the manager can establish and maintain a good working climate. The kind of personal relations the manager develops, the way he/she gives orders, his/her fairness in handling problems, and his/her manner in handling mistakes all have a significant impact on subordinates' attitudes toward a good working climate.

Personal Relations

Creating a feeling of approval. Since employees are dependent on their boss, it is important for them to feel that he/she approves of both their work and themselves as individuals.

Developing personal relations. An effective manager "makes" time to know subordinates and to help them with their problems both on and (to a limited extent) off the job.

Setting the tone. Obviously, it is the superior who sets the tone of the relationship, not the subordinate. The manager must take the initiative by maintaining regular and frequent contacts with subordinates.

Giving Orders

Providing information. High production supervisors tend to give their subordinates as much information as possible about what is expected on the job and what is likely to happen to them in the future. This information helps subordinates do better work by enabling them to make wiser decisions and by heightening their sense of security.

Consulting with subordinates. The way a manager issues an order influences the way it is received. The effective manager

permits the subordinate to comment and to ask questions. This gives the manager a chance to judge how the subordinate is reacting to the proposed order and enables the manager to answer objections, explain points that are not clearly understood, or make arrangements for exceptional circumstances that may require special procedures.

Listening to suggestions. The manager should not only listen to the suggestions; he/she should actively seek them out. Many of the suggestions made by subordinates are remarkably valuable. Understandably, the person who works close to a job day after day often knows more about it than the boss.

Fair Treatment

Making exceptions. Obviously, treating people fairly does not mean treating everyone in exactly the same way. It does mean that when an exception is made, it must be accepted as legitimate by all members of the group. An exception will be accepted as legitimate by all members of the group. An exception will be accepted as fair if the group:

1. knows why it was made;
2. accepts it as justified;
3. is confident that another employee in the same situation would receive the same treatment.

Handling Mistakes

Blame or Help? Some managers are interested in fixing blame and bawling out the person responsible. The effective manager is interested in discovering what happened, why, and what can be learned rather than in fixing responsibility.

Calling mistakes to subordinates' attention. When to call

a mistake to a subordinate's attention depends both on the situation and on the subordinate's personality.

Criticism. Criticism should be voiced in a matter-of-the-fact manner and focused on the job. After it has been stated, the criticism should be dropped and balanced, by giving credit for good work.

Knowing when (and when not) to use firmness is one of the critical criteria for effective leadership. It is also important to know how to use authority. The effective manager maintains good communications with subordinates. He/she develops personal relations which indicate that he/she accepts and values them as individuals. Although the manager may make decisions which the subordinates do not like, he/she endeavors to consult them, to listen to their suggestions, to provide them with wanted information, and to treat them fairly. Even the handling of mistakes may provide an opportunity to establish and maintain a good working climate.

Summary

"Do unto others as you would have them do unto you if you had the same personality and were in the same position as the other person."[1]

We undertook in this session to analyze what was the resistance to change, and we concluded it was an attitude.

We explored the subject of feelings and attitudes and concluded they were not entirely rational, but were rather more likely to

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[1]Palmer J. Kalsem, Practical Supervision, (New York: McGraw-Hill Publishing Co.).

be emotional to a degree and more often the result of conditioning rather than thinking.

We then proceeded to look into what people want and need from their work and concluded some things are subconscious in nature.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 3.02

Twelve Human Motives That The Manager Can Use To Build Morale

1. Ambition. Place the right person on the right job; promote from within the business; encourage improvement; help employees better their positions.

2. Confidence. Keep promises; let the employees see you have confidence in them; do not jump to conclusions about their conduct; give every employee a square deal; never pull a fast one on your employees.

3. Consideration. Treat all employees alike; know each employee's problems; be reasonable in your expectations.

4. Consistency. Do not tell employees one thing today and something else next week; have standards of discipline; never show your anger in an argument; do not become irritable.

5. Constructive criticism. Choose the right time to talk to an employee; know in advance what you want to say; start out on the employee's good points; lead to his/her failures; talk concrete points, not generalities; never send an employee away discouraged or confused.

6. Courtesy. Always be courteous to everyone; say "good morning" and "good night" to all your employees.

7. Fair play. Be fair in wage matters, assignment of work, discipline, overtime, transfers, promotions, and time off.

8. Pride. Put your job knowledge at the disposal of your employees; give them a chance to learn different jobs; commend good work; put tough problems up to your employees for their suggestions; develop interest in the job; never give an order when a direction or a suggestion will be as effective.

9. Personal interest. Take a personal interest in each person.

10. Responsibility. Give your employees specific responsibilities; see that they understand what is wanted and hold them accountable for the results.

11. Self-respect. Establish good working conditions; have high standards of cleanliness and orderliness; encourage suggestions; have each employee understand the purpose of the job; talk over department problems.

12. Setting an example. Don't ask your employees to do what you would not do; insist on definite standards; be fair but firm; work overtime if your employees do.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 3.03

BASIC FEELINGS EMPLOYEES WANT TO HAVE TOWARD THEIR WORK

Basic feelings about:	I feel this way about my job:	I feel this way about my status:	I feel this way about my company:
Doing something worthwhile (goal)	My work is useful, interesting, and varied. I understand why it's important, and I enjoy doing my job the best way I know how.	My part in our team effort is essential. The company has set reasonable standards and conditions for my work which I understand and can reach.	We're doing something worthwhile here. Our products are good, and we have a reputation to maintain. The shop is well run, and we're going places.
Trust in leadership	My boss has my support; he's/she's fair, friendly, helpful, and knows the job. The higher management has confidence in him/her.	Our boss knows the work. The boss is a good manager. He/she understands us and our needs. He/she helps us with higher management and gets results.	I'm convinced that the management knows its business. We know them as honest, hard-working, capable people. They always do what they say and consider us when they act.
Doing my share (participation)	I'm doing my share of work. Others depend on me to do a good job. My ideas count so I pass them along.	I'm a trusted member of my group. What's OK for the group is usually OK for me.	They depend on us for good, steady work. We have a voice in affairs that affect us, and they help in developing our own ideas.
I count for something (recognition)	I'm treated like an adult. Others recognize and use my special skills and ideas. I get credit for good work and receive help when I need it.	I belong. I'm one of the gang they like to have around. They know I accept, practice, and enjoy our group activities both at work and outside work.	We'll get credit and thanks from management when we've earned it. They know we're trying, and they've shown they want to bring out the best in each of us.
A decent living (fair wages)	My pay seems right for the skill, conditions, and importance of my job, and the amount of effort I expend.	My pay is fair in relation to rates of others in my department. We know we can get more if everyone does more. Our standards won't be cut.	Our wages are at least equal to area rates for our type of work. We know how much we will share in extra profits we help to produce; we prosper with the company.

Basic feelings about:	I feel this way about my job:	I feel this way about my status:	I feel this way about my company:
A chance to get somewhere (opportunity)	I'm given a chance to prove myself. I'm encouraged to grow and qualify for promotion. I can feel I'm getting somewhere.	They'll back me when I'm entitled to promotion if I've carried my share of the team load and developed myself.	My future depends on the future of my progressive company. There are jobs for those who want to get ahead. There's proof that they promote from within the business.
A safe future (security)	I have a reasonably steady, safe job with protection against conditions I can't control. I know the rules and can handle the work.	We'll stick together to protect our skills, our jobs, our associations, and our future, and to give the older employees a break. We're sure of protection when we're sick and old.	It's a company tradition to recognize long service and provide decent benefits. They'll keep finding ways to provide steadier work. Our pension plan guarantees a safe future.
Know what's going on (communication)	I know from the superiors how I'm doing, where I fit, what's going on, and why. My ideas and complaints are listened to and taken seriously.	We depend on each other to keep posted. Management explains to us in advance about changes affecting our work and considers our ideas about things.	Management wants the truth from us so we give it to them and get results without a kickback. They give us the straight story, good or bad, regularly. We all get treated alike.
Conditions at work (environment)	Everyone gives me a lift here. Tools and equipment are good, the facilities are adequate, and bosses are considerate; so I am relaxed and enjoy my work.	These people are my kind. We get a chance to sling and bull and break the routine. We try to keep our place in good shape. The boss trusts us, and we do our share for him/her.	Management tries to do everything possible to make this a respectable, friendly, healthy, safe, and pleasant place for us to work. They deserve our support.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 3.01

Your Ideal Manager

Write a one-page paper on "My Ideal Manager". Ideas presented in your papers will be discussed in the next class session. Your assignment will be collected after the class discussion.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 3.01

Your Ideal Manager Key

Composition of the material will be left to the teacher's discretion. However, below are some possible suggestions to assist you in evaluating this paper.

1. Exuberates energy, enthusiasm, vibrancy, and is up to date
2. Maintains a good working climate; morale booster
3. Executes effective leadership in goals of company and employees
4. Boosts careers by promotion and training
5. Reflects attitudes and ideals of organization and subordinates
6. Keeps employees informed about business and employee changes, employee and business accomplishments, and truth about what is happening in the business environment
7. Brings about some needed changes
8. Supports and compliments subordinates as much as possible by learning to know them
9. Delegates authority to subordinates
10. Exercises some independence to employees
11. Maintains a sense of security for employees
12. Consults employees and listens to employee complaints
13. Minimizes job frustrations
14. Trains and guides new employees well
15. Presents authority unpretentiously
16. Promotes fair treatment to all
17. Solves problems by learning what went wrong for future prevention of the same mistake instead of trying to "fix" the blame and criticizing

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 3.01

What New Employees Want To Know

1. What sort of person is my new supervisor?
2. Are my coworkers friendly and cooperative, and will I be accepted?
3. Are my working quarters clean and as well arranged as I expected them to be?
4. Are my duties thoroughly explained?
5. Do I know what my supervisor expects?
6. What do other employees think of this organization?

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #4

Time for Lesson: One 55-minute class period

Objective: After the completion of this unit, students should be able to:

20.04 List training objectives and select a training program that is consistent with these objectives.

Resources:

1. Information Sheet 4.01: Job Training
2. Assignment Sheet 4.01: Handling Unsatisfactory Performance
3. Assignment Sheet 4.01: Handling Unsatisfactory Performance Key
4. Transparency Master 4.01: Learning Patterns
5. Transparency Master 4.02: Learning Patterns Graph

Teacher Activities:

1. Hand out and discuss Information Sheet 4.01.
2. Discuss Transparency Masters 4.01 and 4.02.
3. Hand out and complete Assignment Sheet 4.01 in class.

Student Activities:

1. Read and discuss Information Sheet 4.01.
2. Complete Assignment Sheet 4.01 in class.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 4.01

Job Training

The efficiency of any organization depends directly on how well its members are trained. Newly hired employees usually need some training before they can begin their work, while older employees require training both to keep them alert to the demands of their present job and to qualify them for transfers and promotions.

Training also motivates employees to work harder. Employees who understand their jobs are likely to have higher morale. Effective managers recognize that training is an ongoing continuous process, not a "one-shot" activity. New problems, new procedures and equipment, new knowledge, and new jobs are constantly creating the need for employee instruction.

It is misleading to think of job training purely in terms of formal courses and programs. Almost everything that happens to an employee after he/she joins a company serves as a training experience. Good housekeeping practices that are praised and poor workmanship that goes uncriticized are both learning experiences.

Before the manager begins to train, he/she must know for what positions he/she is training the employee. The manager must know what the objectives are in training. In this lesson, we will begin with the objectives of training and learning patterns in any organization and conclude with more specific examples of types of training programs and technologies.

Objectives in Training

Induction training for new employees. A new employee should immediately be introduced to coworkers and the facilities with which he/she will work. Company rules and policies should be provided to the new employee as soon as possible. The employee should be familiarized with the tasks he/she will be expected to perform. Be sure to establish with the employee where his/her job fits into the total operation of the business. This will help to make the employee feel a part of the new group as well as an important asset to the business.

Learning new techniques. New equipment and new products require employees and sales personnel to constantly learn new skills. Major policy questions of the manager include: How much should the organization do to keep employees' knowledge and skills updated? How much should the individual do for himself/herself to keep up to date in his/her area of the business?

Remedial training. A narrow line separates remedial training from learning new techniques. When skills and knowledge have not been utilized, or poorly learned in the first place, they need to be "refreshed" by some type of additional training.

Aiding displaced employees. Far-sighted management takes the view that if an employee is displaced by new technology, management has a responsibility to retrain him/her so that he/she will be able to maintain comparable earnings and status. Federal legislation also provides funds to subsidize training for unemployed displaced workers who are taking retraining programs sponsored by companies and schools.

Training for advancement. Many employees may obtain the desire to be promoted in their job by observing the work involvement in higher ranking jobs. They may get actual application of different job positions by "filling-in" for individuals during vacations or absences. Tuition money for nearby institutions may be provided from many sources to obtain as well as to promote individuals in the organization. The organization itself may provide facilities for classes in order to update, retrain, or aid displaced employees.

Apprenticeship. On-the-job training, directed by skilled journeypersons, is supplemented by classroom instruction. Time involved in apprenticeships vary from one skill to another. Unions are directly involved in these training programs.

Learning Patterns

Whatever type of training management decides to provide, the principles of learning are worthwhile for the manager to know.

Motivation. For an employee to benefit from training, he/she must be anxious to improve his/her abilities and job performance. The indifferent, reluctant student will learn little. However, overly intense motivation may actually inhibit learning.

Reinforcement. For learning to take place, the individual must receive some encouragement or reward. The reward need not be tangible.

Feedback. Feedback of results should be provided as quickly as possible after the trainee's performance. The manager should resist the temptation to contact the subordinate only when the

employee has made a mistake. The learner also needs to know he/she has made the right decision.

Learning by doing. Learning is more efficient when the learner is actively involved in the learning process, rather than merely listening to a description of the process.

Spaced repetition. Training does not need to be continuous. Apprenticeship programs are an example in which the trainee learns by repetition. Repetition also serves to inhibit forgetting.

Types of Training

There are numerous types of training processes available to an individual. Classroom, on-the-job, and combinations such as simulation devices may be used for the learning process. Newer training technologies include computers, projectors, closed circuit television, programmed text materials, and video-cassettes.

Training means changing behavior patterns, and this is always a difficult task. The trainer, in developing even an informal course of study, ought to know something about learning. He/she must also consider the structuring of the material to be learned so that the difficulty of the material progresses from the simple to the more complex.

ASSIGNMENT SHEET 4.01

Handling Unsatisfactory Performance

Wilma Granger works in the accounts receivable section of a large department store billing department. Her supervisor has found a large number of mistakes in a random check of the accounts for which she is responsible, and her own overall output of work is lower than the department standard.

1. What "checks" should the supervisor make in evaluating whether this poor work is due to inadequate training or other causes?

2. If this investigation discloses inadequate training, how should he/she introduce remedial training?

3. How should the training be carried out?

ASSIGNMENT SHEET 4.01

Handling Unsatisfactory Performance Key

Answers to the questions will be left to the teacher's discretion. However, below are some possible points to consider in evaluating this assignment.

1. a. What types of errors are made?
   b. Watch Wilma's work process for errors.
   c. Assign Wilma a similar problem-solving task to see how well it is accomplished.
   d. Does Wilma have personal or health problems?
   e. Would a temporary job transfer be valuable?

2. a. Use diplomacy on why training may be needed.
   b. Try new work techniques or supervision procedure.

3. a. Company personnel could train or retrain Wilma.
   b. Company could offer to pay for a course offered at a training institution.
   c. It is possible there could be various types of funding available other than through the company for remedial training.

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 4.01

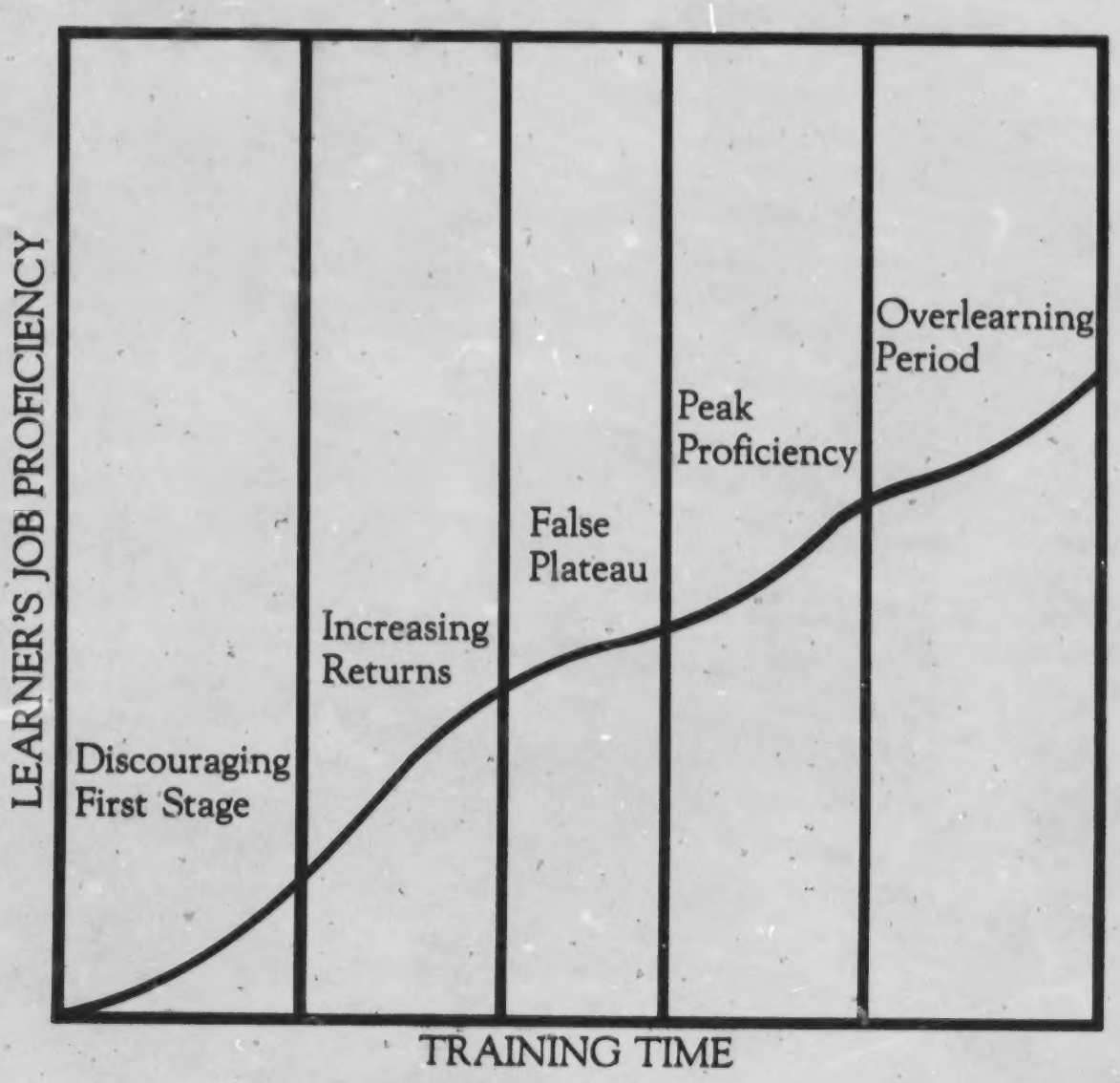
Learning Patterns

1. Motivation
2. Reinforcement
3. Feedback
4. Learning by doing
5. Spaced repetition

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 4.02

Learning Patterns Graph



LEARNING CURVE

(Pattern in which new skills are learned)

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #5

Time for Lesson: One 55-minute class period

Objective: After the completion of this unit, students should be able to:

20.05 Describe the primary psychological factors that motivate employees to greater productivity.

Resources:

1. Information Sheet 5.01: Factors That Motivate Employees
2. Information Sheet 5.02: How Important Is Job Satisfaction?
3. Information Sheet 5.03: Rationalizing
4. Assignment Sheet 5.01: Motivation, Job Satisfaction, and Rationalization
5. Assignment Sheet 5.01: Motivation, Job Satisfaction, and Rationalization Key
6. Transparency Master 5.01: What Are Some Things We Want To Get From Our Work?
7. Transparency Master 5.02: Unconscious Motives

Teacher Activities:

1. Distribute and discuss Information Sheets 5.01 and 5.02.
2. Discuss Transparency Masters 5.01 and 5.02.
3. Distribute and discuss Information Sheet 5.03.
4. Distribute and complete Assignment Sheet 5.01.

Student Activities:

1. Read and discuss Information Sheets 5.01, 5.02, and 5.03.
2. Complete Assignment Sheet 5.01.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 5.01

Factors That Motivate Employees

The effectiveness of any manager is measured in terms of the effectiveness of his/her subordinates. The results of any business enterprise depend upon what takes place at the operating level of that business. A manager must recognize the interdependency between himself/herself and the subordinates if he/she is to do an effective job of managing. Management has come to realize that friction and conflict between individuals and between groups result in low output, poor quality work, high labor turnover, high absenteeism, unnecessary grievances, and other conditions which decrease productivity and profits. To say this in another way, management recognizes that greater productivity is achieved by people who are enthusiastic about their jobs and who have a spirit of cooperation in working with others in accomplishing the company's goals.

The only way for an organization to grow and prosper is for its employees to grow and prosper. NO ORGANIZATION CAN BE ANY GREATER THAN THE PEOPLE WHO WORK FOR IT.

One of the popular mistakes or fallacies is that people work for money--that if you show an employee how he/she can make more money in his/her work he/she will automatically shift to a new method.

The experience of industry is filled with cases that do not

substantiate this idea.

People do work for money, but once it reaches a certain level other considerations seem more important. They work for a lot of other reasons, i.e., satisfaction, enjoyment sense of accomplishment, etc. More money doesn't seem to solve labor unrest, grievances, or dissatisfactions.

Needs Satisfied by Working

Physical and security needs. These relate to the satisfaction of personal survival, such as food, clothing, and shelter. They also relate to the means of achieving this satisfaction through the attainment of money, all types of security, and advancement in life. Physical needs are usually satisfied off the job.

Social needs. Since human needs are dependent on each other, there are some needs which can be satisfied only when the individual is helped or recognized by other people. Humans are social animals, and friendship is most important to all people. Some people need the security or gratification of being identified off and on the job by belonging to a specific group, by receiving special attention, or by attaining prestige and status. Other social needs may be fulfilled through teamwork in helping others and, in return, being helped. Everyone wants to know exactly where he/she stands on and off the job and to be treated fairly at all times. These social needs are satisfied through personal contacts and through having a happy, satisfying work environment.

Egoistic needs. These relate to the human desire to be independent and to create a sense of accomplishment. This independence or autonomy to make your own decisions, to be on

your own, and to show initiative and creativity hopefully leads to specific achievements. An autonomous society needs to know their work is important in the total operation of an enterprise. Most jobs require a certain degree of skill for the individual to progress and to be productive. Knowledge is a basic impulse in human beings. People, young and old, like to know not only "what" is happening to them but "why" it is happening to them. The learning process is a sense of achievement--on or off the job. However, egoistic needs are chiefly satisfied and obtained on the job through the process of working.

According to the well-known Maslow "needs hypothesis", human needs can be ordered into a hierarchy, with physical needs being the "lowest" and most basic needs, followed in ascending order by what we have called security, social, and egoistic needs. In this hierarchy a higher, less basic need does not provide motivation unless all lower, more basic needs are satisfied; but, once a lower-level need is largely satisfied, it no longer motivates.

Summary

Management can do its job only through motivating people to work for management's objectives. It is impossible to understand problems in productivity without considering what people want and expect from their jobs.

Since people spend about one-third of their waking hours at work, it is not surprising that they should expect work to satisfy many sorts of needs.

A person's work is one of the most important (if not the most important) activities in his/her life. Those who do

not have satisfying jobs rarely have full satisfying lives. Dissatisfying work can lead in many circumstances to lower production and friction on the job.

We must remember that work is not a person's only objective, nor is work satisfaction the sole objective of management.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 5.02

How Important Is Job Satisfaction?

Job Satisfaction--Important	Job Satisfaction--Unimportant
1. People want self-actualization.	Some people prefer unchallenging work.
2. Those who don't obtain job satisfaction never reach psychological maturity.	Individual personality becomes fixed before people start to work. Work is not to blame.
3. Those who fail to obtain job satisfaction become frustrated.	Most people have relatively low levels of aspiration for job satisfaction and expect only routine work.
4. The job is central to the person's life.	This is a professor's value. Many people focus their lives on family and community.
5. Those without work are unhappy. People want to work even when it is not necessary.	Even though there are social pressures to obtain and uphold a job, this does not mean the job must be challenging.
6. Lack of challenging work leads to low mental health.	Poor mental health may be due to low income or low status of routine jobs. Research findings are not conclusive.
7. Work and leisure patterns spill into each other. Those with uncreative jobs engage in uncreative recreation.	A new bohemianism off the job will make up for increasing boredom at work.
8. Lack of job satisfaction and alienation from work lead to lower morale, lower productivity, and an unhealthy society.	We can provide a challenge for everybody but only at the cost of eliminating mass production technology and a high standard of living--and society is unwilling to pay this price.

9. The proportion of our society which has graduated from college is growing, and college graduates demand satisfaction.	College graduates are increasingly alienated from organizations and work.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 5.03

Rationalizing

Some of the most meaningful facts about any individual are his/her feelings and thoughts about:

Who am I?
Where am I?
What am I?
Why am I?

Everyone carries inside themselves a picture of himself/herself. We go to great lengths to keep that self-picture satisfactory and to make it more gratifying. Status is closely involved.

If I'm not a football player and you tell me I can't play football as well as some present outstanding player, it doesn't bother me a bit. It does not touch or threaten my self-picture.

However, if you tell me I'm not a good father to my children or that I'm not a decent citizen, I will reject the statement and may even become violent about it.

Only rarely will I let anything interfere with my self-picture. I have to prevent this interference in order to keep my self-respect.

To cite an extreme example, we can turn to an incident in the book Paris--Underground by Mrs. Etta Shiber who was active in the Paris underground in helping British and American forces escape from France during World War II.

She had been captured and imprisoned with a woman criminal. The female criminal, Louise, had made her living by taking jobs as a domestic until she could abscond with the family valuables.

The incident is told as follows:

> In the next few days, my conversations with Louise gave me a glimpse into a strange new world, whose conceptions were very far from those I had been used to, but which was no less hemmed in by rigid convention than my own. One of the most astonishing features of her underworld thinking to me, who had been accustomed to think of criminals as persons who had rejected ordinary morality, was that, on the contrary, her moral scruples remained, and even, one might say, were enhanced, by the fact that in justifying her own way of living she was obliged to assert her own blamelessness all the more violently.
>
> Thus, when I ventured to ask her if she believed in religion, she almost jumped down my throat, violently insulted that I had even presumed to suggest that she might not be deeply religious. She informed me that she never missed church on Sunday.
>
> "Well, then," I said, "you must believe in the Ten Commandments."
>
> "Of course I do," she answered aggressively. "Why?"
>
> "Even the seventh Commandment?" I asked.
>
> "Which one is that?" she asked suspiciously.
>
> "Thou shalt not steal," I reminded her.
>
> "I see what you're driving at," she said. "You're like the lawyers. You call it stealing, what I do. Well, it isn't stealing. The rich people only call it that because they've got the law on their side. But how did they get their fine things? By cheating other people, didn't they--people who weren't smart enough to be careful who they're hiring, or to keep watch on what they've got--well, that's their bad luck. They don't have to take me in. That's their mistake. I'm out to do them like they're out to do other people in business."[1]

Thus, we see an extreme case of the lengths to which an individual will go to keep a self-picture acceptable to himself/herself.

The Need For "Status"

Let's look at another case that shows how a change can affect an individual and impair his/her status. "In a business organi-

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[1]Etta Shiber, Ann Dupre, and Paul Dupre, Paris--Underground (New York: Charles Scribner's Sons, 1943).

zation," Dr. Burling said, "one man was transferred to a job at his old salary, and with equal responsibilities, in what his supervisor considered a lateral shift."[2]

Supervisor Was Wrong

It happened that in this organization, "one of the important though unofficial symbols of status was possession of a two-pedestal desk rather than one with a single pedestal," and, unfortunately, when the man was transferred he lost a two-pedestal job and got one of the low status, single-pedestal units.

He developed all the symptoms of acute anxiety, lost sleep, found his appetite had fallen off, and couldn't concentrate on his work.

By chance, Professor F. J. Roethlisberger of Harvard University School of Business Administration was studying the organization at the time and learned what was troubling the man. He reported it to the supervisor, the man was given a two-pedestal desk, and his symptoms almost immediately disappeared.

"We all have symbols of status by which we gauge our status," Dr. Burling says, "and while the other fellow's may amuse us, we take our own seriously."

The first interpretation of a man's reaction in this case, he went on, might be that he had fastened on a false clue as to his status, since management held the two jobs to be equal. In fact, however, says the Harvard psychiatrist, the man had not misread the signals. His colleagues judged his status just as he did--they were embarrassed in his presence, then excessively hearty to let him know his "demotion" did not affect their feelings.

Actually, therefore, it was the supervisor who had misread the signals. Thinking about the organization chart, he had believed he was making a lateral transfer. "But the organization chart is only a map and a very sketchy map," says Burling, "of a network of living interpersonal relations, and in that real situation, the one that counts, [the man] had gone downhill."[3]

When we discuss the things people receive or desire from their

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[2]Alfred G. Larke, "Industrial Psychiatry: Aid to Human Relations?," Duns Review and Modern Industry 63 (February 1954):130-35.

[3]Ibid.

work, we are exploring attitudes and feelings. We should recognize that none of us have these things in the same proportion as any other individual and that the importance of any one item will vary in its importance to the same individual from time to time with changing circumstances, age, etc.

Let's consider for a moment the introduction of a better method of performing a certain task.

We sometimes find workers and even bosses who do not want to change work routines and traditional work methods because they have become conditioned to the satisfactions of the old procedure.

But there is probably an even more significant reason for not wanting to change. The work method has become "their" method and almost a part of their self-picture. Giving up the old work pattern amounts to giving up part of the self.

In further connection with protecting the self, have you noticed how often "Yes, I did, but" is the response when mistakes are called to an employee's attention. Then, the employee proceeds to prove how under similar circumstances anyone would have done the same.

The individual can't admit the mistake to the boss, often not even to himself/herself. Sometimes people tell stories to escape punishment. But occasionally they tell stories to convince themselves of their innocence in self-defense.

We also protect what we have identified with ourselves.

Parents and child
Groups to which we belong

We see people sacrifice more for their union than they can

ever gain. To understand we can't ask the question, "What do they gain by belonging to the union?" We should rather ask "Why have they identified themselves with the union?" "What unsatisfied needs drive them to it?"

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 5.01

Motivation, Job Satisfaction, and Rationalization

Directions: Answer the following questions.

1. What needs are satisfied by working?

2. List five reasons job satisfaction is important to the individual.

   a.

   b.

   c.

   d.

   e.

3. Give two reasons why it is important to have a gratifying and satisfying self-picture.

   a.

   b.

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 5.01

Motivation, Job Satisfaction, and Rationalization Key

1. a. physical and security

    1) money
    2) basic essentials to life--food, clothing, and shelter
    3) progress in life and work

   b. social

    1) personal contacts
    2) good work environment

   c. egoistic

    1) independency
    2) sense of accomplishment and specific achievement
    3) learning
    4) satisfaction of one's work

2. Any five of the following:

   a. People want self-actualization.

   b. Those who don't obtain job satisfaction never reach psychological maturity.

   c. Those who fail to obtain job satisfaction become frustrated.

   d. The job is central to the person's life.

   e. Those without work are unhappy. People want to work even when it is not necessary.

   f. Work and leisure patterns spill into each other. Those with uncreative jobs engage in uncreative recreation.

   g. Lack of job satisfaction and alienation from work lead to lower morale, lower productivity, and an unhealthy society.

   h. The proportion of our society which has graduated from college is growing, and college graduates demand satisfaction.

3. Any two of the following:

   a. self-respect

b. status

c. tradition

d. protection of oneself identification

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 5.01

What Are Some Things We Want To Get From Our Work?

1. Opportunity to advance
2. Opportunity to grow and improve
3. Good working conditions
4. Recognition for good or outstanding work
5. Good tools and equipment
6. Good fellow workers
7. To be a valued member of the group
8. To know what is going on
9. Prestige and position (status)
10. Satisfaction with a good day's work well done

PREPARING FOR YOUR CAREER PROMOTION

TRANSPARENCY MASTER 5.02

Unconscious Motives

1. The need to be needed
2. The need to be treated with dignity and respect
3. The need to enhance and defend self

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #6

Time for Lesson: One 55-minute class period

Objective: After the completion of this lesson, students should be able to:

20.06 Explain why it is important to prepare yourself for promotion before assuming new responsibilities as a manager and to strive to improve your managerial skills.

Resources:

1. Information Sheet 6.01: Preparing For Job Promotion
2. Information Sheet 6.02: Your Success Pyramid
3. Assignment Sheet 6.01: Future Dividends
4. Assignment Sheet 6.01: Future Dividends Key
5. Assignment Sheet 6.02: Competition or Cooperation?
6. Assignment Sheet 6.02: Competition or Cooperation Key

Teacher Activities:

1. Distribute Information Sheets 6.01 and 6.02 for students to study and discuss. (Teacher could make Transparency Master of Information Sheet 6.02.)
2. Distribute Assignment Sheet 6.01 for students to complete for teacher evaluation and review.
3. Distribute Assignment Sheet 6.02 for students to complete by next class period for teacher evaluation and review.

Student Activities:

1. Study and discuss Information Sheets 6.01 and 6.02.
2. Complete and discuss Assignment Sheet 6.01.
3. Complete Assignment Sheet 6.02 by next class period for discussion.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 6.01

Preparing For Job Promotion

An effective management team may be as important to the survival of an organization as any tangible item on the balance sheet. Good managers don't just turn up when needed; a great deal of development is required. But neither can managers be produced on an assembly line basis.

Do you feel like a winner or a loser? If you want to grow on the job, you must learn to feel like a winner. Part of growing on the job involves getting promoted to the next rung of the ladder. Losers seldom get promoted; therefore, you should do everything you can to show your supervisor, your co-worker, and particularly yourself that you feel like a winner. A winner has a "can do" attitude; he/she keeps working on a task until it is completed. A winner has a positive attitude toward life, toward other people, and toward himself/herself. It isn't enough to feel like a winner, though. You must work at being a winner. Such work involves preparing for the next higher job, brushing up on your human relations skills, and learning how and when to speak.

Prepare For The Next Higher Job

The best time to plan for advancement is before you take a job. One of the employment considerations you should weigh is the job's promotional possibilities.

If you are serious about advancement, you should study the possible jobs to which you might be promoted. What other skills, abilities, and traits in addition to those you now possess are needed in the new job? Be willing to prepare yourself in these areas before asking for advancement.

Planning for advancement also means that you will develop more dependability. Be the sort of worker who completes the assigned task, no matter how dull or unchallenging it may be. If you have responsibilities (such as locking files or doors or closing windows), never neglect them. Follow the rules and regulations established by the company, such as directions for smoking, taking coffee breaks, and turning off lights. Most importantly, do not blame others for any of your errors. A leader faces up to his/her own mistakes; he/she does not make excuses.

Brush Up On Your Human Relations Skills

The way you get along with coworkers will have much to do with your promotional chances. One important factor is your ability to be friendly with everyone without becoming involved in office feuds. It is wise to remain somewhat impersonal and detached at first, as you may not be able to detect factions and dissensions until you become more familiar with the firm. You should be slow to confide with others. Be a listener instead of a confider. Keep the confidences of others, and keep your own confidences to yourself.

Be willing to help others on occasion, but do not permit yourself to be exploited. In every office there are workers

who try to find someone to do their work for them. Becoming a party to this sort of thing merely encourages irresponsibility in others. This type of worker is of little use to the firm; and if you should become a manager, he/she would continue to expect favors. A better way to handle this situation is to encourage the "learner" to do his/her own work and to stand on his/her own feet.

A part of your human relations skills must go to keeping yourself in a good frame of mind. When you take a new job, you will probably go through periods of discouragement and dissatisfaction. You may receive reprimands, or you may be impatient with your mastery of the new position. When such times of disappointment come, try especially hard to do your job well. Self-discipline means you will not let your productivity respond to the variation in your own feelings. Knowing that there will always be difficult times in any job may help you.

Getting Yourself Together

One of the difficulties encountered in growing on the job is that of becoming a whole person--in other words, getting yourself together. In fact, no big step should ever be taken when you feel torn, splintered, or not all together. The ideal state of affairs, of course, would be to go through adolescence "in one piece". The ideal seldom culminates, however; and the newcomer to the job market may feel pulled apart. Well-meaning teachers, friends, relatives, and future bosses all give conflicting advice. Before you can begin to grow, therefore, you must get yourself together, find out who you are, and know what you think and feel. In short, you must become a real person--

not just somebody's daughter, son, employee, etc. Becoming a real person takes time, however; in the meantime, you may be helped by standing firm in relation to some of your coworkers.

If you have ever tried to reform another person, you have probably discovered what an impossible task it is. The reason for the difficulty lies in a simple fact: Change and growth come to a person because he/she wants to change and to grow--not because someone else desires the change. In order to grow, you must have a deep desire to do so.

Desire for Improvement

The desire for improvement is a wish to enhance oneself in value and/or quality. Everyone has vague desires for improvement. With success, however, you become aware of what is involved in achieving greater success and are able to set more realistic goals.

A number of studies have been made of successful young people. One such study asked many questions of young people who had succeeded. In their answers, successful beginning workers said they did not expect success to come to them without effort. They stated that nothing comes to those who only wait for it. They believed that successful people must work hard, adjust to life's problems, want to improve, and make a determined effort to become more capable.

You probably know someone who is bitter because success did not come to him/her. That person may explain that he/she did all that he/she was told to do. Unfortunately, however, doing only what you are told to do or meeting the minimum

expectations of a job is not enough to bring success.

The successful businessperson must go beyond the call of duty. You must do what is expected of yourself--"plus". In adding this "plus" quality that is needed for success, you must not be aggressive or obtrusive. Instead, you should, in a quiet, confident way, give more thought and work to the assignment. This "plus" quality has two parts. One part is a desire for improvement; the other part is doing something about the wish to improve.

The desire for improvement may be expressed in being proud of the growth of your firm and in watching and helping develop that growth. If you have this pride, you will also be proud of the amount of work you can do in a certain time. One of the joys of any kind of work is pride in good work.

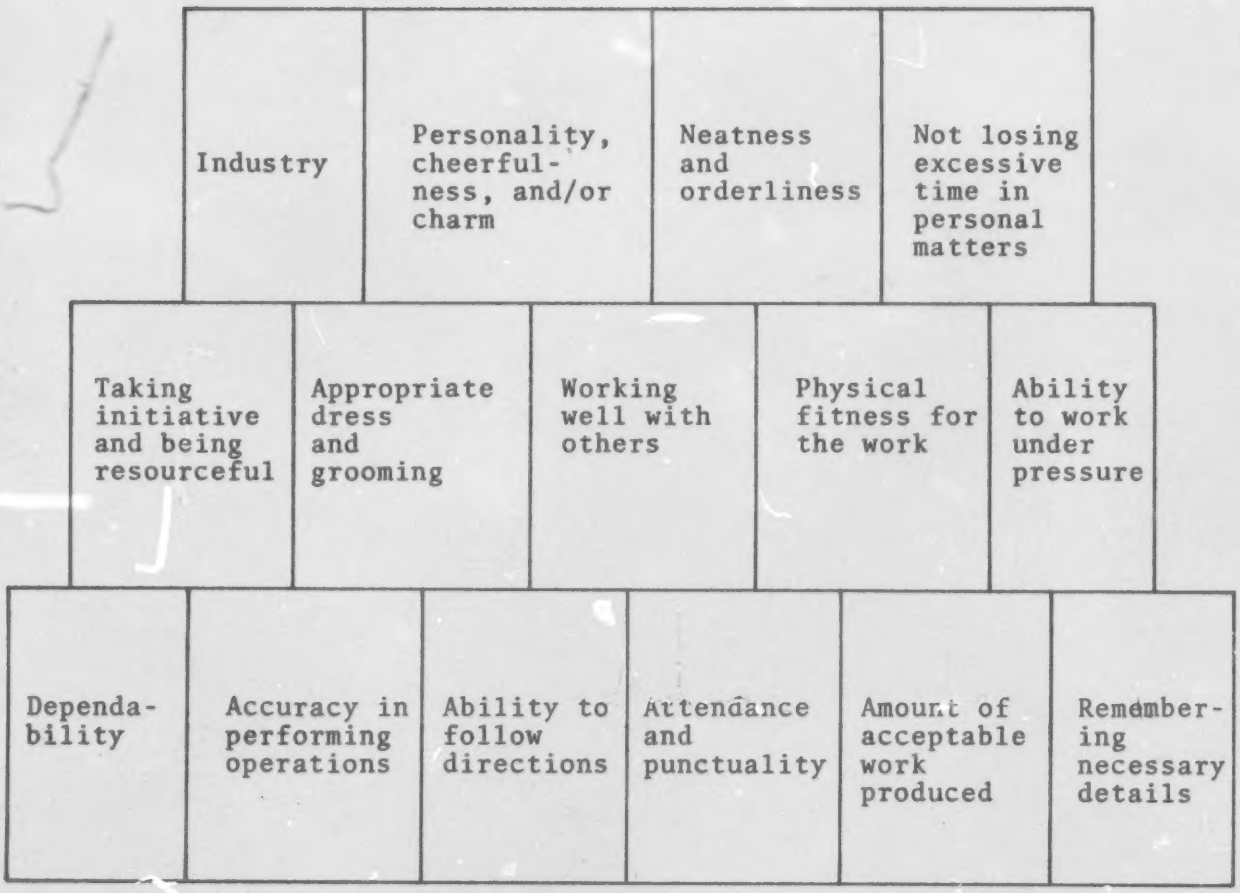
Even after the day's work is finished, you can express pride in your work. Read the newspapers and news magazines for items that may affect your firm. Keep in touch with current and local affairs.

A desire for improvement is shown in your attitude toward your work. You will welcome and encourage suggestions from your superiors for doing your work more efficiently. You will be alert to suggestions for improving your work when they come from fellow employees. If someone tells you about an unconscious mannerism you have that is making you conspicuous, you should make a determined attempt to eliminate it.

PREPARING FOR YOUR CAREER PROMOTION

INFORMATION SHEET 6.02

Your Success Pyramid



PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 6.01

Future Dividends

Ted Tyler was employed as one of two bookkeepers in a small manufacturing business. Mr. Christopher was the manager of the accounting department. Ted found that he could work much faster than his fellow employee. He thus had time to spend in doing extra work or in helping the other bookkeeper. Things seemed to go just as well, however, if he took more time with his own tasks. He worked more slowly, therefore, so he would not have to do anything extra.

At the end of the year, some special reports and records had to be prepared. A new man, Henry Mack, was employed as an extra bookkeeper for one month. Although his work was temporary, Henry was interested in the job and worked as hard as he could, doing exceptionally well. At the end of the month, when Henry was scheduled to leave, Mr. Christopher became ill and had to resign. Mr. Christopher recommended that Henry be given his vacated post as department manager, and this was done.

1. Do you feel Mr. Christopher was justified in overlooking Ted's seniority in this firm?

2. Do you think Ted had any claim on the position as department manager?

3. In working slowly, what impression did Ted give Mr. Christopher as to his ability?

4. If Ted had worked more efficiently and spent the extra time in helping the other bookkeeper, would this have gone unnoticed?

ASSIGNMENT SHEET 6.01

Future Dividends Key

Answers to the questions will be left to the teacher's discretion. However, below are some possible student responses.

1. a. yes: Henry had shown exceptional work and interest in the job. Mr. Christopher probably felt Henry showed more promise as a diligent worker and capable department manager.

   b. no: Ted did not take any initiative to do more than what was necessary in his extra time and was happy working slowly rather than more efficiently for employee relationship, a good working climate, and the good of the company. However, he may have felt he was more accurate by working slowly.

2. a. yes: Ted had been there longer and was qualified for the position even though he did not show his efficiency after he had worked with the business for a period of time.

   b. no: Ted had the opportunity to show his capabilities and interest in the work of the department but chose not to do so.

3. Ted probably gave Mr. Christopher the impression that he was not capable of producing quality work in a reasonable period of time and was not interested in helping his fellow workers and/or the company.

4. Ted's willingness to help the other bookkeeper would have shown Mr. Christopher he was interested in other people and the business other than just in finishing required work. It would have shown he was capable and willing to do exceptional work. Leadership requires hard work, initiative, creativity in a healthy working environment, and the willingness to go that one extra step beyond necessity.

ASSIGNMENT SHEET 6.02

Competition or Cooperation?

Tina Castro and Melinda Duval are secretaries in a large company. Both have done well, and both are being considered for the position of office manager. Tina has been given the job of making a survey of equipment needs in the various offices. She comes to Melinda's office for data. Melinda gives Tina the data she needs; but, as she looks over the work Tina has already done on the study, she discovers a serious error in Tina's calculations. Melinda realizes that if Tina makes a success of the survey Tina will probably get the promotion instead of Melinda. She hesitates about calling the error to Tina's attention, in any event, because she does not want to hurt Tina's feelings by criticizing her. After much thought, Melinda decides to say nothing about the error.

1. In thinking about not hurting Tina's feelings, do you think Melinda was "rationalizing" or finding a good reason for doing something she wants to do?

2. What, if any, bad effects may come to Melinda if she allows the error to remain unchanged?

3. If Melinda had pointed out the error to Tina in a tactful manner and Tina had received the promotion, would Melinda have been hurt in the long run as far as her career is concerned?

4. Was Melinda thinking of the good of the company when she made her decision?

PREPARING FOR YOUR CAREER PROMOTION

ASSIGNMENT SHEET 6.02

Competition or Cooperation Key

Answers to the questions will be left to the teacher's discretion. However, below are some possible student responses.

1. a. Melinda was trying to justify (rationalize) her sense of guilt in not helping Tina correct the error and thereby cause Tina's rejection as the new office manager.

   b. Melinda was creating a good reason for doing something she wanted to do as she wanted the promotion and hoped Tina's error would secure the position as office manager for her.

2. a. Melinda could lose her job as she is not working for the good of the enterprise.

   b. Fellow employees will feel she is not trustworthy or a good working partner.

   c. Melinda may not make a capable office manager as she can not delicately call attention to other people's errors.

   d. Melinda does not maintain honesty or human relations skills.

3. Melinda's promotion might be longer in coming. However, she might be considered for another type of promotion elsewhere due to her respect to the company. She put the importance of the company in front of her own success. Professional ethics generally result in professional returns.

4. a. no: Melinda was only thinking of herself and her promotion.

   b. yes: Melinda could have rationalized that Tina would make constant serious errors and was not the best person for the job.

PREPARING FOR YOUR CAREER PROMOTION

LESSON PLAN #7

Time for Lesson: One 55-minute class period

Objective: After completion of this lesson, students should be able to:

20.07 Describe the duties and responsibilities of the higher levels of management; describe a form of a working relationship between management and subordinates; and explain the importance of preparing oneself for future promotions.

Resources:

1. Unit Evaluation
2. Unit Evaluation Key
3. Post-assessment
4. Post-assessment Key

Teacher Activities:

1. Distribute and explain the Unit Evaluation to students. Divide students into groups.
2. Explain to students that they have 20 minutes in which to complete the Unit Evaluation.
3. Evaluate students' responses.
4. The class could also evaluate each group's performance if you choose to do so.
5. Distribute Post-assessment.

Student Activities:

1. Read the Unit Evaluation and in the time allotted develop as many responses to the questions/comments as possible.
2. Complete the Post-assessment and turn it in to the instructor.

PREPARING FOR YOUR CAREER PROMOTION

UNIT EVALUATION

The students' unit evaluation will be a "brainstorming" session.

The students will read the questions and/or comments listed below and will develop as many realistic responses to the questions/comments as possible in a 20-minute time span.

1. Does a manager delegate authority or responsibilities?

2. Once a person becomes a manager, he/she doesn't have to worry about getting along with the employees because now he/she can tell them what to do.

3. A person doesn't always have to prepare himself/herself for a promotion because once he/she is with the company long enough he/she will automatically get promoted.

PREPARING FOR YOUR CAREER PROMOTION

UNIT EVALUATION KEY

Evaluation of responses to the "brainstorming" session may be determined by teacher or teacher and students.

PREPARING FOR YOUR CAREER PROMOTION

POST-ASSESSMENT

Directions: Place the letter of the BEST possible answer in the blank provided at the left. (3 pts. each)

_____ 1. _____ means deciding what has to be done and determining how objectives are to be met.

a. Planning
b. Managing
c. Directing
d. Controlling

_____ 2. _____ managers spend more time planning and organizing than _____ managers.

a. Low level, high level
b. High level, low level
c. Supervisory, employee
d. Non-managerial, managerial

_____ 3. _____ is the direct control over a particular job or person.

a. Training
b. Planning
c. Management
d. Supervision

_____ 4. One of the most important roles of the manager is that of which of the following?

a. Staying in the office
b. Motivating
c. Contributing knowledge
d. Meeting customers

_____ 5. Employees should be informed of which of the following?

a. Plans for reorganization
b. Cost prices on merchandise
c. Pricing policies
d. Information that will prevent rumors

_____ 6. _____ refers to creating a feeling of approval and setting the tone.

a. Giving orders
b. Personal relations
c. Fair treatment
d. Supervision

_____ 7. Providing information, consulting with subordinates, and listening to suggestions are all examples of which of the following?

a. Giving orders
b. Personal relations
c. Fair treatment
d. Supervision

_____ 8. Which of the following is an example of a learning pattern?

a. Apprenticeship
b. Remedial training
c. Feedback
d. Aiding displaced employees

_____ 9. Motivation, reinforcement, and spaced repetition are all examples of _____.

a. Types of training
b. Learning by doing
c. Learning patterns
d. Objectives in training

_____10. Some of the things we want to get from our work include opportunity to advance and _____.

a. Motivate
b. Use good tools and equipment
c. Supervise
d. Be left alone

_____11. Which of the following is an example of an unconscious motive?

a. Need to be needed
b. Need for supervision
c. Need for motivation
d. Need for higher wages

_____12. A _____ faces up to his/her own mistakes and does not make excuses.

a. Manager
b. Supervisor
c. Good employee
d. Leader

_____13. The _____ is a wish to enhance oneself in value and/or quality.

a. Desire for improvement
b. Need for supervision

c. Process of motivation
d. Key to success

Directions: Place in the blank provided at the left in ascending order the following patterns in which new skills are learned. (Begin with "1" for the first state of learning.) (5 pts.)

_____14. Peak proficiency

_____15. Increasing returns

_____16. False plateau

_____17. Overlearning period

_____18. Discouraging state

Directions: In the space provided, place a "T" if the item is true and an "F" if the item is false. (2 pts. each)

_____19. One of the roles of a manager is a public relations expert.

_____20. The four functions of a manager are planner, organizer, leader, and motivator.

_____21. Management is fairly new.

_____22. Management is the art of getting things done through other people.

_____23. One of the weaknesses of managers is that they fail to delegate work to others.

_____24. A supervisor is the first level manager.

_____25. An employee who is engaged in three management functions is normally labeled a manager.

_____26. Keeping books and records are management duties.

_____27. Treating people fairly means treating everyone in exactly the same way.

_____28. The handling of mistakes may provide an opportunity for the manager to establish a good working climate.

_____29. Training motivates employees to work harder.

_____30. Organizations can be greater than the people who work for them.

_____31. "People work for money" is a common fallacy.

_____32. The best time to plan for advancement is before you accept a job.

_____33. Employees of a firm require occasional updating of job responsibilities.

_____34. Training means changing behavior patterns.

Directions: In the space provided, write the letter of the term in Column 1 that defines the term in Column 2. (2 pts. each)

A. Executive
B. High level managers
C. Supervisor
D. General supervisor
E. Rules
F. Goals
G. Indoctrination
H. Consistency
I. Setting an example
J. Ambition
K. Consideration
L. Winner

_____35. has a "can do" attitude; keeps working on a task until it is completed

_____36. approach which is broad on giving subordinates wide authority

_____37. do not tell employees one thing today and something else next week

_____38. spend more time on planning and organizing

_____39. when employees fully accept goals and values of the organization for which they work

_____40. must accept responsibility for both subordinates and higher management

_____41. set up standard operating procedures; enforce in one way or another

_____42. do not ask employees to do what you would not do

_____43. manager above supervisory level

_____44. manager can avoid necessity for either making specific decisions or laying down detailed rules

_____45. place right person in right job; promote from within

_____46. treat all employees alike; be reasonable in your expectations

PREPARING FOR YOUR CAREER PROMOTION

POST-ASSESSMENT KEY

1. A
2. B
3. D
4. B
5. D
6. B
7. A
8. C
9. C
10. B
11. A
12. D
13. A
14. 4
15. 2
16. 3
17. 5
18. 1
19. T
20. F
21. F
22. T
23. T
24. T
25. F
26. F
27. F
28. T
29. T
30. F
31. T
32. T
33. T
34. T
35. L
36. D
37. H
38. B
39. G
40. C
41. E
42. I
43. A
44. F
45. J
46. K